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ABSTRACT

In Phase I of this project, a model delivery system was developed to provide marketable skills and supportive services for 16-20 single parents and/or homemakers residing in the rural southern five counties of Illinois. During this phase of the project, which lasted from January to June 1986, the assessment procedures and criteria from which the single parents/homemakers were to be selected were developed. A resources and advisory committee consisting of education for employment and related supportive services providers operating in the area was established, and education programs already existing in the area were identified. Finally, a job preparation and survival skills development program and a family life education program were developed and conducted for approximately 20 single parents during May 1986. From this beginning, an education for employment and related supportive services (individual action plan for employment) for each single parent/homemaker enrolled in the project was to be created during the next phase of the project. Participants would then enter a year-long supported employment training program to prepare them for jobs that pay above the minimum wage. (KC)

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PHASE I

A RURAL PLANNING DELIVERY SYSTEM PROVIDING MARKETABLE SKILLS/ SUPPORTIVE SERVICES FOR SINGLE PARENTS/HOMEMAKERS

Funded By

Research and Development Section
Department of Adult, Vocational and Technical Education
Illinois State Board of Education
Springfield, Illinois 62777

Administered By

Jerry G. Johnson
Regional Superintendent of Schools
Alexander/Johnson/Massac/Pulaski/Union Counties
1000 North Main Street
Anna, Illinois 62906

In Collaboration With

Southern Seven Health Department - Parents Too Soon
Illinois Caucus on Teenage Pregnancy
Southern Illinois University - School of Technical Careers

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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June 30, 1986

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ED272707

PROPOSAL ABSTRACT

TITLE: Phase I - Rural Planning Delivery System Providing Marketable Skills/Supportive Services to Single Parents/Homemakers

PRINCIPAL INVESTIGATOR(S): Dr. Grace Duff with Representatives of Participating Providers (Southern Seven Health Department, Parents-Too-Soon, Ill. Caucus on Teenage Pregnancy, and Southern Illinois University-School of Technical Careers)

INSTITUTION: Regional Superintendent of Schools (Alexander/Johnson/Massac/Pulaski/and Union Counties)

LOCATION: Regional Superintendent of Schools Project Office, 1000 North Main Street-Barnes Hall, Anna, Illinois 62906

OBJECTIVE: To design and implement Phase I of a model delivery system to provide marketable skills and supportive services as identified for 16-20 single parents and/or homemakers resident to the southern five counties of Illinois.

PROCEDURES:

1) Design/develop the assessment procedures including criteria from which a pool of 16-20 single parents/homemakers will be selected to begin education for employment programs (above minimum wage level scale) in FY87.

2) Identify and establish a resources and Advisory Committee consisting of education for employment and related supportive services providers operating in the five-county region.

3) Identify the education for employment programs and related supportive programs currently available in the five-county and regional area.

4) Develop/adapt a Job Preparation and Survival Skills Development Program and Family Life Education Program to service the targeted sinle parent/homemaker clients.

5) Make final selection of the 16-20 single parents/homemakers who will receive the Job Preparation/Survival Skills Development and Family Life Education Programs in preparation for FY87 Education for Employment Programs.

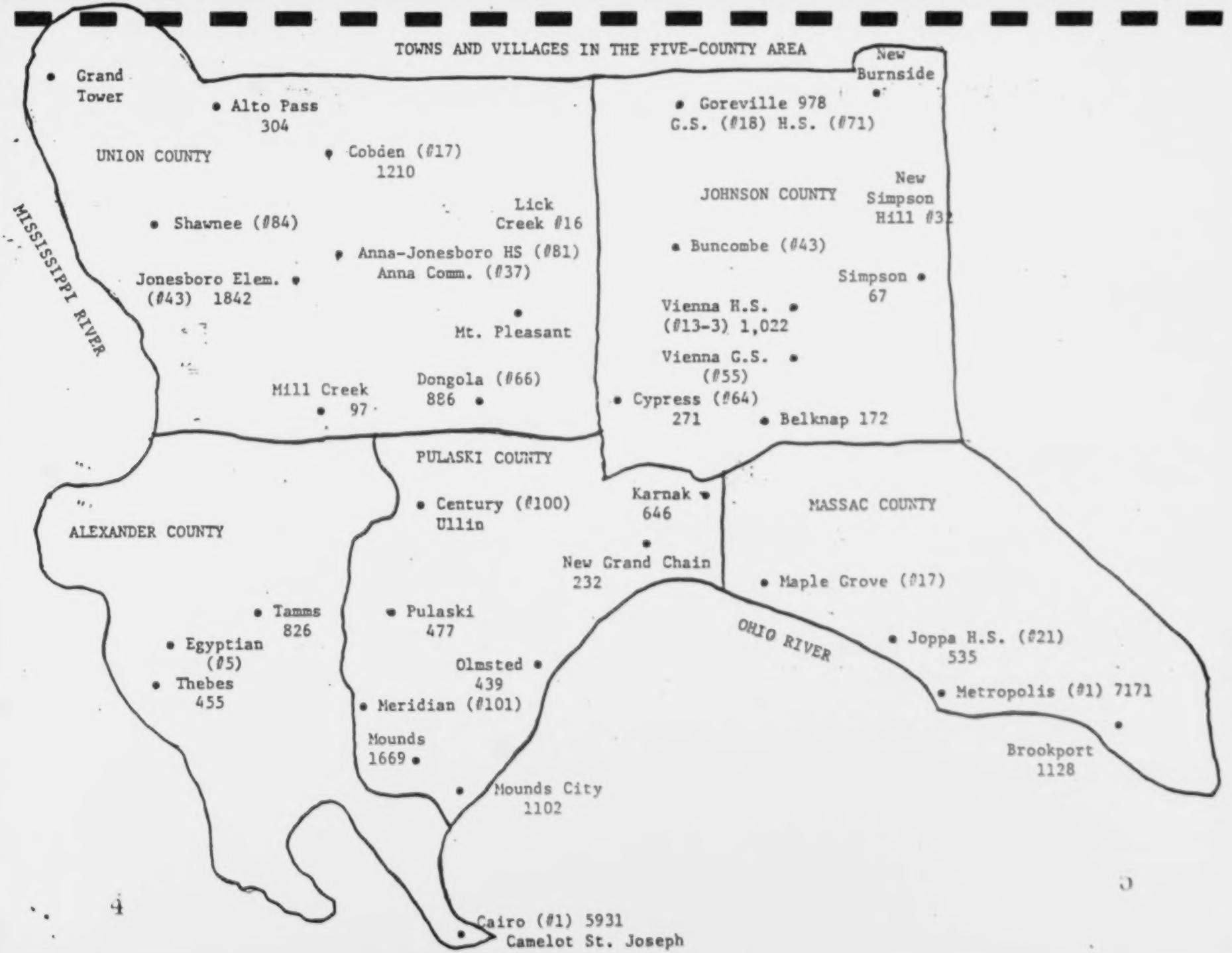
6) Conduct the Job Preparation/Survival Skills Development and Family Life Education Programs for the selected clients.

7) Build an Education for Employment and Related Supportive Services (Individual Action Plan for Employment) for each single parent/homemaker enrolled in the project.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL/TECHNICAL EDUCATION:

This project is designed to assist single teen/adult parents and displaced homemakers in acquiring marketable skills to enhance their employability in above minimum wage level occupations. It will further identify means of making vocational education more accessible to this special population in Southern Illinois.

PRODUCTS TO BE DELIVERED: A final report and requested number of copies of the Model will be delivered to SBE/DAVTE by June 30, 1986.


TOWNS AND VILLAGES IN THE FIVE-COUNTY AREA
Grand Tower
Alto Pass 304
UNION COUNTY
Cobden (#17) 1210
Shawnee (#84)
Lick Creek #16
Anna-Jonesboro HS (#81)
Anna Comm. (#37)
Jonesboro Elem. (#43) 1842
Mt. Pleasant
MISSISSIPPI RIVER
Mill Creek 97
Dongola (#66) 886
New Burnside
Goreville 978
G.S. (#18) H.S. (#71)
JOHNSON COUNTY
New Simpson Hill #32
Buncombe (#43)
Simpson 67
Vienna H.S. (#13-3) 1,022
Vienna G.S. (#55)
Cypress (#64) 271
Belknap 172
PULASKI COUNTY
Century (#100) Ullin
Karnak 646
ALEXANDER COUNTY
New Grand Chain 232
MASSAC COUNTY
Maple Grove (#17)
Tamms 826
Pulaski 477
Egyptian (#5)
Thebes 455
OHIO RIVER
Joppa H.S. (#21) 535
Olmsted 439
Meridian (#101)
Metropolis (#1) 7171
Mounds 1669
Brookport 1128
Mounds City 1102
Cairo (#1) 5931
Camelot St. Joseph

Title	A Rural Planning Delivery System Providing Marketable Skills/Supportive Services For Single Parents/Homemakers Phase I-Building the regional resources, assessment, selection, orientation to training opportunities, identification of needed support services and networking for 16-20 Single Parent Participants (FY86). Funded Period (January 2, 1986 through June 30, 1986). Phase II-Field Testing the Regional Delivery System (Providing Training Programs/Supportive Services of Tuition/Transportation/Child Care/Counseling/ Networking developed in FY86 for the Selected 16-20 Single Parent Participants (FY87). Funded Period (July 1, 1986 through June 30, 1987).
Service Area	Southern Five Counties of Illinois (Alexander/ Johnson/Massac/Pulaski/Union Counties
Funding Source	Illinois State Board of Education, Department of Adult Vocational and Technical Education, Research and Development Section, Springfield, Illinois - Cynthia Zumwalt, Contract Administrator.
Administrative Agent	Jerry G. Johnson Regional Superintendent of Schools Alexander, Johnson, Massac, Pulaski, Union Counties 1000 N. Main St. Anna, IL 62906 Grace Duff, Ph.D., Project Director
Collaborative Agencies and their Representatives	1) Southern Illinois University School of Technical Careers, Carbondale - Arch Lugenbeel, Ph.D, Coordinator for Allied Health Occupations 2) Southern Seven Health Department- Parents Too Soon Programs (PTS)- Myra Wood Bennett BSW, Program Director. 3) Illinois Caucus on Teenage Pregnancy, Carbondale Office - M. Bunny Shupe, RN, MS, School Project Director, ICTP 4) Regional Superintendent of Schools (Alexander/ Johnson/Massac/Pulaski/Union Counties) Grace Duff, Ph.D., Project Director
Project Overview	This Rural Planning Delivery System to Provide Marketable Skills/Supportive Services for Single Parents/Homemakers ,

including the teenage parent, was conceived and developed as a two-phase viable system to train and move a representative group (16-20 single parents/homemakers) into employment in occupations paying more than minimum wage utilizing the resources and provisions of the Carl D. Perkins Vocational Education Act in cohort with all other available agencies' resources in the 5-county region.

The collaborators have attempted to identify and utilize the regional resources existant to the area to supplement state resources available through the Federal Act. Such a collaborative system of working relationships and network of support services can extend the area's limited resources, avoid suplication of efforts, and thus more effectively serve this special population.

Impact of Project on Vocational Education

The primary impact of this project is to elevate the selected 16-20 single parent participants following completion of the training programs into occupations paying more than minimum wages; thus removing this targeted group from welfare rolls. According to USA Today (July 2, 1986) the more educated the mother is the more likely she is to return to work within a year of having a baby. Percentages for new mothers in the work force:

Less than high school	30.6%
High School Graduate	50.1%
College Graduate	60.6%

These statistics emphasize the importance of education and training for single parents/homemakers and especially for teenage parents.

This project will specify the various barriers to employment that need to be addressed by each single parent/homemaker served by the program. The resources of the four collaborating agencies plus existing education for employment systems will be utilized to maximize efforts to provide, subsidize, reimburse or pay for education for employment programs, including basic literacy instruction, necessary educational materials and career assessments, etc. that will furnish single parents/homemakers with marketable skills and make such programs more accessible to the targeted population by assisting them with child care, transportation services, counseling, family life education, job preparation and survival skills and related services.

This total effort will greatly impact the targeted population in acquiring marketable job skills to enhance employability and productivity in the workplace. The model will be useful for dissemination to other rural areas of Illinois.

Collaborative Agencies Representatives Planning and

A two page prospectus was sent to SBE/DAVTE following receipt of their RFP issued in October, 1985. In early November, 1985, SBE/DAVTE notified the administrative agency representatives to expand the prospectus into an

Progress Meetings

acceptable proposal with maximum funding of $25,000. The collaborative agencies met in early December, 1985 to finalize the Project Proposal being forwarded to the State Board of Education, Department of Adult, Vocational and Technical Education/Research and Development Section. Thus, at the conception of the Project a strong network of collaborative efforts/relationships was established between/among the primary project actors. The project's operational period was January 2 to June 30, 1986. Following receipt of the contract award, the four representatives held a planning session in early January, 1986 to define roles and assign functions/tasks relating to the award's objective and procedures.

Project Objective: To design and implement Phase I of a rural model delivery system to provide marketable skills and supportive services as identified for 16-20 single parents/homemakers (including teenage parents) resident to the southern five counties of Illinois.

Procedures:

1) Design/develop the assessment procedures including criteria from which a pool of 16-20 single parents/homemakers will be selected to begin education for employment programs (above minimum wage level scale) in FY87.

2) Identify and establish a Resources and Advisory Committee consisting of education for employment and related supportive services providers operating in the five-county region.

3) Identify the education for employment programs and related supportive programs currently available in the five-county region.

4) Develop/adapt a Job Preparation and Survival Skills Development Program and Family Life Education Program to service the targeted single parent/homemaker clients.

5) Make final selection of the 16-20 single parents/homemakers who will receive the Job Preparation/Survival Skills Development and Family Life Eduction Programs in preparation for FY87 Education for Employment Training Programs.

6) Conduct the Job Preparation/Survival Skills Development and Family Life Education Programs for the selected clients.

7) Build an Education for Employment and Related Supportive Services (Individual Action Plan for Employment) for each single parent/homemaker enrolled in the project.

The four representatives maintained close communications via telephone, mailouts, and meetings.

Two short planning meetings were held prior to the Resources and Advisory Committee meetings of April and May, 1986, in order to conserve time and travel expenses.

In addition, communication opportunities were utilized during the conduct of the 5 day seminar held May 19-23, 1986.

A summary planning and work assignment meeting was convened June 12, 1986 to plan the format and assign tasks for the draft of the Final Report - A Rural Planning Delivery System Providing Marketable Skills/Supportive Services to Single Parents/Homemakers (including Teenage Parents)

Project Publicity

Presentations to: (a) Five County Regional Education for Employment System's Counselors Meeting (12 participating high schools); (b) Shawnee College Deans of Continuing Education and Vocational Education; (c) LEA administrators meetings.

News releases to the newspaper and radio media serving the five county area.

Informational letter to agencies requesting membership for the Resources and Advisory Committee.

Data Search for Training Success Indicators

During the second quarter of the project an ERIC search was completed on success factors of trainees in CETA programs based on completers and positive placements.

The following "success criteria" were identified:

1. High School Grade Point Average (while in school) Remarks: This was by far the strongest predictor. GED was not mentioned or at least was not found in the search. Motivation was stressed but not documentable, as such.

2. GPA plus Extra Curricular Activities and/or work experience were next in priority order.

3. Family's Education Background, third priority, but low in significance.

4. Test Score Indicators were listed as the least priority with little or no significance.

Apparently, these criteria parallel those found in other guidance situations of student's success in post-secondary education. The age difference of these individuals, generally older, may also account for their success through stronger motivation.

Identification of Resources

To identify area resources for single parents/homemakers (including teenage parents), program developers established and maintained working relationships with the following agencies.

Shawnee College and Southern Illinois University

1) Sites for educational/training programs
2) Offices of Financial Assistance-Grants and Scholarships

Five County Regional Education for Employment System

1) Sites for training programs
2) Special Needs Coordinator Program and Services

Illinois Caucus on Teenage Pregnancy

1) Job Preparation and Survival Skills Program
2) Family Life Education Curriculum

Southern Seven Health Department

1) Parents Too Soon (for teen participants)
2) WIC (Women, Infants, and Children's Nutrition program)
3) Well Baby and Immunization Programs
4) Family Planning

New Opportunities, Inc., Carbondale

1) Support service to "single again" (divorced) participants

Cairo Women's Shelter

1) Support to the domestic violence victims

County Extension Services, University of Illinois

1) Nutrition Education
2) Budgeting and Management
3) Family Life Education

Illinois Job Service

1) Career Planning Information
2) Placement Services

Building Fairness Resource Center-SIU

1) Sex Fair Career Information/Equal Opportunity Resources

Shawnee Development Council-Karnak

1) JTPA Opportunities
2) Transportation Services
3) Child Care and Head Start

Pulaski/Alexander County Mental Health-Cairo
Family Counseling Services-Vienna
Massac County Mental Health Association-Metropolis
Union County Counseling Services-Anna

1) Mental Health Support Services

Illinois Department of Children and Family Services

1) Day Care Provisions
2) Advocacy Services

Illinois Department of Public Aid

1) Financial assistance
2) Medical assistance

Rural Health, Inc. - Anna

1) Technical support in orientation
2) Medical services

Community Health Services - Cairo

1) Medical services

Regional Superintendent of Schools Office

1) Pre-Kindergarten Programs (4-sites)
2) Education for Employment System
3) Region 12 Career Guidance Center
4) Educational Services for Adjudicated Youth
5) Adult Education Day Programs (3-sites)

Educational/ Training Providers in the Service Area

The proposed service area for training and potential job placement included selecting educational institutions and major hiring markets adjacent to the regional superintendent's five county area. (See Appendix-Project Service Area Diagram.)

The educational institutions identified for the project were:

* The vocational offerings available through the 5-County Education for Employment System (12 area high schools)

* Shawnee College, Ullin, IL

* Paducah Community College, Paducah, KY

* Cape Girardeau Vocational/Technical Center, Cape Girardeau, MO

* Southern Illinois University/School of Technical Careers, Carbondale, IL

* Sikeston Area Vocational Center, Sikeston, IL

* Miscellaneous other private/public job-oriented training programs.

The diagram graphically displays both the service area and the towns in which the recommended educational training institutions are located.

As stated initially, these institutions and the service area were chosen on the basis of their being the best training for potential job placement. The training areas highlighted by the DAVTE and LEA analysis of the job potential growth through 1990 in the service area of the project were: health occupations, retail trade, food/hospitality, mana-

gerial occupations, secretarial/computer operators and law enforcement/corrections.

From this data input hiring practices were assessed for the region which included job potential in Paducah and Cape Girardeau/Sikeston areas. Training programs in the service area were evaluated corresponding to the job growth impact information. (See Appendix)

Based on this data and the selection and subsequent orientation sessions for the prospective trainees, specific job/career choices were elected by the trainees. These will be implemented in the second phase of the project in FY87.

All aspects of the service area selection, the use of the industrial and occupational growth data, the selection of specific high growth potential training and job placement categories and institutions which offer such programs parallels the State Board's "Education for Employment" approach and should be recognized as such.

Shawnee College

1) ALLIED HEALTH PROGRAMS

   a) Associate Degree Nurse
   b) Licensed Practical Nurse
   c) Nurse Assistant
   d) Medical Secretary

2) COOPERATIVE PROGRAMS with SOUTHERN ILLINOIS UNIVERSITY/S.T.C./CARBONDALE

   a) Radiologic Technology
   b) Respiratory Therapy

3) COURSES

   a) Medical Transcript
   b) First Aid
   c) Cardiopulmonary Resuscitation
   d) Emergency Medical Technology
   e) Emergency Medical Technician

Southern Illinois University/School of Technical Careers

1) MEDICAL/GENERAL OFFICE ASSISTANT

   a) Intermediate Typing
   b) Health Insurance Processing
   c) Medical Administrative Procedures
   d) Intro to Anatomy & Physiology

2) WARD CLERK

   a) Intermediate Typing
   b) Drug Terminology
   c) Ward Clerkship

d) Intro to Anatomy & Physiology
e) Internship

3) MEDICAL RECORDS CLERK

a) Intermediate Typing
b) Drug Terminology
c) Medical Records Clerkship
d) Intro to Anatomy & Physiology
e) Internship

4) CORE COURSES

a) Basic Typing
b) Filing/Records Management
c) Business Communications
d) Medical Terminology
e) Job Orientation & Analysis

Five-County Education for Employment System

1) GOREVILLE/VIENNA SITE

a) 17.0523 Health Care Aides
b) 20.0401 Food Management, Production and Services
c) 07.0302 Computer and Console Operations
d) 07.0606 Secretarial
e) 17.2802 Law Enforcement and Corrections
f) 48.0101 Computer Assisted Drafting

2) TAMMS SITE

a) 17.0523 Health Care Aides
b) 07.0302 Computer and Console Operations
c) 07.0606 Secretarial (MODEL OFFICE)
d) 17.2802 Law Enforcement and Corrections

3) JOPPA/MASSAC SITE

a) 17.0523 Health Care Aides
b) 07.0302 Computer and Console Operations
c) 07.0606 Secretarial

4) UNION COUNTY SITE

Programs are currently under development for the 1986-87 school year.

Project's Resources and Advisory Committee Membership, Meetings and Activities

1. Membership

Agencies invited to serve on committee:

1) Two of the Five County Departments of Public Aid with communicative linkages to the remaining three County Departments of Public Aid.

2) Department of Children and Family Services-
local branch offices

3) Regional Five County Education for
Employment System

4) Shawnee College

5) Shawnee Development Council/Job Training
Partnership Act

6) Mental Health Associations

7) Five County Regional Adult Education
Programs

8) Regional Pre-Kindergarten Programs
(15 local school districts cooperative)

9) Southern Seven Health Department,
Parents Too Soon Programs

10) Illinois Caucus on Teenage Pregnancy

11) Southern Illinois University School of
Technical Careers

12) Rural Health, Inc.

2. Advisory Committee Meetings

During the first month of the Project, contacts were made to implement and operationalize the working committee.

First Meeting (February 11, 1986)

Agenda items covered at this meeting were:

1) Overview of Project's Goals/Objectives

2) Functions of the Resources and Advisory Committee

3) Identification of Training Programs (over minimum wage scale) and services in the region

4) Location of Various Pools of Clients (single parents)

5) Discussion of Criteria for Selection of Clients (first draft)

6) Review of Labor Market Information to identify growth area (begin identification of training programs-above minimum wage)

Presenter- Charlotte Ferketich, SIU-C
Department of Vocational Education Studies

7) Identification of Resources to Support Clients in the

Selected Training Programs

6) Other Project Related Topics

Second Meeting (March 20, 1986)

Agenda items covered were:

1) Update on Project's status

2) Discussion of Training Programs/Services as listed by the Training Providers serving the region. (Providers will distribute their listings)

3) Revisit the Criteria for Selection of Clients (Second Draft)

4) First Listing of potential clients (members are to provide names of recommended clients)

5) Continue discussion of identification of resources to support clients while in training

6) Other topics of concern

Third Meeting (April 17, 1986)

Agenda items covered were:

1) Review and discuss client applications received to-date.

2) Discuss programs/courses received from Area Providers

3) Jobs Skills/Family Life Education Seminar scheduled for third week of May.

4) Review recommended Job Training and Placement Programs

5) Plans for FY87 project development.

6) Other items of concern

Fourth Meeting (May 6, 1986)

Agenda items covered were:

1) Review Project's status to-date.

2) Review applications and make recommendations for FY87 project participants

3) Review Job Preparation/Family Life Education Seminar Scheduled for May 19-23, 1986.

4) Plans for finalizing the FY86 Project year and reports

5) Other pertinent items.

Single Parent Participants: Selection Criteria

A draft of the selection criteria was developed by staff and presented to the Resources and Advisory Committee membership for review and comment.. Recommendations were incorporated and the resultant criteria follow:

1) Meets the definition of single parent as outlined in the Act.

2) Has completed the Career Assessment Program to determine interest, aptitude, level of education required for admission, etc.

3) Has identified short and long term career goals.

4) Has demonstrated educational persistence/efforts to return/complete the high school diploma/GED Certificate following birth of first child.

5) Possesses the High School Diploma/GED Certificate on or before May 30, 1985.

6) Possesses reading vocabulary/comprehension level and/or mathematical skills level necessary to enter, progress, and complete selected training program.

7) Meets all entrance requirements for admission into the selected occupational training program.

8) Is willing to commit self to a longer training period in order to qualify for a job paying above minimum wage scale.

9) Has moral and child care support (if needed) from parents/guardians in order to adequately complete homework to maintaim above average grade level required by the selected training program.

10) Has completed the Jobs Preparation Skills Development and Family Life Education Programs provided by the Project.

11) Has completed and is very knowledgeable about the specifics of his/her Individual Employment Training Plan which includes not only the training program specifics but also the identified supportive services (child care, transportation, tuition, books, etc.) needed to complete the training program and receive the diploma/certificate of completion.

12) Has entered into a contract to complete the program as outlined in the Individual Employment Training Plan and believes he/she can carry it out to completion.

Single Parent

Representatives of the area's social service agencies,

Participant Referral Process

as listed in the foregoing section, entitled Identification of Resource Agencies Serving Single Parents/Homemakers in the Five County Area were requested to refer potential clients (including teenage parents), who would meet the selection criteria. Most of the participant referrals came from these advocacy agencies. In addition, high school counselors were requested to make referrals. Several inquires came from the project's media releases. Totally, 66 referrals were received in the project office.

Participant Application Form

An explanatory letter, an application form, and a self-addressed return envelope were mailed to each participant referral (66) made by the area's service agencies, school counselors, and call-ins from news media releases. (see Appendix)

Response and Selection Process

Thirty-one single parents/homemakers including single teen parents responded by returning their applications. Several respondents called requesting additional information concerning the project's supportive services. Explanations were provided by project staff and collaborators. A file was prepared for each respondent. Each file was reviewed by the Resources and Advisory Committee (May 6, 1986) in terms of selection criteria and participants were recommended to participate in the project's May, 1986 Seminar. Those completing the 5-day seminar, interview, and employability training plan would make up the FY87 project trainees.

Career Assessment For Participants

The following career assessment and informal inventories were administered to the selected 20 single-parents participating in project activities to assist in the selection of training options/programs to be conducted FY87.

a) John Holland Self-Directed Search to Educational and Vocational Planning

b) Career Assessment Inventory by Charles B. Johansson

c) Temperament and Values Inventory by Charles B. Johansson and Patricia L. Webber

The above assessment instruments were administered by the Director, Region 12 Career Guidance Center and the Director of the Dislocated Workers Project, Shawnee College. A question and answer session provided general analysis and opportunities for each single parent participant to discuss findings. An additional session was provided whereby each participant could meet with the Director of Region 12 Career Guidance Center for individual conferences on career options and concerns.

Interview Questionnaire

A 15-20 minute interview session was conducted by the project collaborators for each single parent participant. The interview session prompted further insights into interest, previous experience, career choices/options that might be selected for pursuit in FY87.

(see Appendix)

Single Parent Employment Training Program Contract

This semi-contract plan (see Appendix) was designed by the project collaborators for each single parent participant. A 20-minute session was conducted by the collaborators for each single parent participant.

This plan could not be fully completed at the May Seminar. A portion of the plan will be completed in July-August, 1986, following each participant's enrollment at the institution conducting his/her training program.

The Family Life Education/ Job Preparation/ Survival Skills Seminar

The instructional program for the Family Life Education/ Job Preparation/Survival Skills Seminar was accomplished via full day participants' seminar, 8:30 AM - 3 PM (May 19-23, 1986). Selected participants were notified in writing (see Appendix) by project staff, follow-up by the agency making the referral(s) and telephone calls during the week prior to the Seminar. Selectees not in attendance on the first day of the Seminar were contacted by telephone on the evening of the first day. These approaches resulted in twenty-one (21) of the selected twenty-nine (29) single parents reporting and attending the seminar sessions. Four (4) teenage parents participated in the seminar.

The Family Life/Parenting/Job Preparation/Survival Skills Seminar sessions were specially designed for the targeted population of trainees by the Illinois Caucus on Teenage Pregnancy staff member, M. Bunny Shupe. See appendix for instructional outlines/guides.

The Seminar content was based on the current research of Manpower Demonstration Research Corporation and other pertinent findings through a review of the literature as to criteria to meet the needs of this high risk group of single parents.

The 21 participants met daily for one week at Shawnee College, Ullin. Early in the week there developed group cohesiveness with good interaction and verbalization. Buddy systems were encouraged for transportation coordination (car pool drivers received reimbursement from the Project) as well as viable support networks for coping and management during the training programs (FY87). Pairing and small grouping were observed as early as the first day of the seminar. Staff encouraged attendance of all sessions. This was seen as a reinforcement to project committment. As early as the second day some clients had problems with car-pooling, child care and illness of children. Overcoming these obstacles was a true test to the experiences participants might realize with the ongoing training in FY87. Most were able to work out solutions and continue with the seminar sessions. Only one participant failed to call in or return to the sessions. This person happened to be the driver in a car-pool of four and the remaining participants, after being stranded, came to realize the im-

portance of communications and responsibility to the program.

Each session was well-received and seemingly on-target to the needs of the participants. In particular, the domestic violence session brought an overwhelming response and sharing, with over half the participants having been involved in physical, emotional and/or sexual abuse.

Guest speakers and audio-visual/print materials from the following resources were used throughout the Seminar sessions:

Building Fairness Resource Center, SIU-C
Non-Traditional Careers Work Shop, SIU-C
Department of Public Aid-Project Chance
Union County Department of Public Aid-Charles Bourland
JTPA, Anna-Kay Rothchilds
Rural Health, Inc., Anna-Marci Fields
Community Health Center, Cairo-Cleora Bradford
Cairo Women's Shelter-Rebecca Payne
Southern Seven Health Department, PTS
SIU-Wellness Center-Human Sexuality-Janice Kulp
Illinois Job Service
Adolescent Health Center-Carbondale-Mary Williams
County Extension, U of I, Anna-Ruby Williams

The use of regional resources (presenters and materials) tended to maximize comprehensive networking efforts and resource sharing - a primary goal of this Project.

A viable outreach, referral system, and location of new/additional financial resources were also generated, in part, from the Seminar presenters.

An extensive collection of materials, pertinent to the subject areas of the seminar sessions was collected throughout the project period and used as an adjunct to enhance the week long series of sessions and interaction activities.

Self Confidence and Decision Making Skills Development Materials Provided to Participants

Each female participant was provided with her personal copy of *Smart Cookies Don't Crumble* by Sonya Friedman. The one male participant received a copy of *Fatherhood*, by Bill Cosby. *Smart Cookies Don't Crumble* is designed to help women understand self, build self-confidence and decision making skills. It is an excellent reference - to be reread when the occasion demands. In *Fatherhood*, Cosby humor, wisdom, and plain humanity come together to create a joyous celebration of being a father. This book speaks to everyone who is a father, who plans to become a father, or who wants to learn more about his own father.

Characteristics of the Participants

By age, the group was largely twenties to mid-thirties. There were only four teenage single parents, again because of the low number of respondents. However, there were no apparent barriers or inhibitions to such a range of ages. In some instances older single parents were able to offer assistance to the younger ones and a special "big sister"

bonding was evidenced. It is of interest that only one male single parent participated in the Seminar.

Also, various degrees of experience and expertise of the older group added a "helping" atmosphere to the seminar series. This was particularly noticeable with filling out scholarship forms, advice on training programs and parenting information. Therefore, there were benefits from having a group of various age ranges and if a future training program of specifically teenaged parents is formed, it would seem to have merit to bring them together with an older aged training group from time to time for added support.

One of the most serious issues observed in all age ranges was a desperate lack of parenting skills. Coupled with divorce issues, such as fathers threatening to take children away from mothers for non-valid reasons, or pitting children against mothers, the majority of the group was seen to be in dire need of parenting and interpersonal relationship education. The spin off from these situations is the fact that the children are caught in the middle of an extremely stressful environment and the relationship of such negative emotional stressors to teenage pregnancy and other problems is well documented. It was noted that many of the older single parents in the Seminar had been teenage parents. Thus, the cycle perpetuates itself and attending to these identified needs is crucial to breaking the cycle.

A large number of the participants expressed lacking self-esteem and having a poor self image. This was affirmed by a self inventory test as well as open observation. Communication skills were poor and this was also affirmed by a self test.

Most in the group possessed limited views as to career options. Most exhibited low aspirational career goals, being especially restrictive because of a fear of leaving their immediate area for training and especially a fear of the possibility of attending a larger school, such as Southern Illinois University. The group consisted of mostly females and most were oriented to traditional careers. In addition most had no role-models to help get them on track to a viable career and positive lifestyle.

Summary and Recommendations

It is highly recommended that this high risk group have ongoing self-help support groups. This is seen as an essential component in helping move them toward successful completion of training. The Seminar met concerns/needs of the group. Each Seminar topic should be expanded into an ongoing support group program. Participants felt such ongoing support would be helpful. At the end of the week, all participants expressed the worth of the Seminar and the need to have continuous group sessions during the summer and during their training period.

In view of the fact that so few teenage parents responded to this project, it may be that a certain degree of experience and maturity is needed for awareness and commitment to such a training program of at least one year in duration.

Younger teenage parents may not yet have this maturity or realization of their future destiny. To meet the needs of younger teenage parents, the statewide network of comprehensive Alternative Education Programs is a viable option. It is recommended that these programs that dove-tail with Vocational Education For Employment Programs to help get youth and teenage parents on track and assist with preliminary career goal awareness and life management skills be pursued. Experience and maturity could be gained through early participation of "at risk" youth in Alternative Programs and through coordination and networking, participants would be better prepared to take on the responsibility and commitment of a more rigorous vocational training program later. This coordinated effort would promote optimal and successful completion of training for employment for young single parents to assure advancement into a more lucrative and rewarding career and a positive lifestyle.

In summary, the project met stated goals and timelines as outlined in the grant award (Phase I).

A P P E N D I X

--- Transmittal Letter (Potential Client)

--- Single Parent Application Form

--- Interview Questionnaire

--- Single Parent Employment Training Plan

--- Request for Supportive Services

--- Family Life Education/Job Preparation and Survival Skills Curriculum Outline (Handouts Available upon Request)

--- Project Service Area - Educational Institutions Within 20 Miles

--- Labor Market Information and Analysis for the Five County Service Area

Office Of

Regional Superintendent Of Schools

Alexander - Johnson - Massac - Pulaski - Union Counties

Jerry G. Johnson, Superintendent

Andrea Brown, Assistant

Transmittal Letter (Potential Client)

April 4, 1986

Dear M ._____

Your name has been given to our office as a potential candidate who might be interested in our program which is seeking single parents to train in occupations paying more than the minimum wage scale.

Our program will be implemented in July-August, 1986 and the training programs will be conducted during the school year 1986-87. If you qualify for our program, the program will provide supportive services such as child care, transportation and tuition costs for the particular training program selected for you.

If you are interested, would you please complete the enclosed application form and return it to our office in the self-addressed envelope?

If you desire more information. please call 833-4202 and ask for Dr. Grace Duff. If she is not available, please leave your name and telephone number where you can be reached if Dr. Duff has to return your call. Thank you.

Our program is funded through the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Springfield.

Sincerely,

Jerry G. Johnson
Regional Superintendent of Schools
and Administrative Agent

MARKETABLE SKILLS/SUPPORTIVE SERVICES PROJECT - FY86

Single Parent Application

Name of Applicant _____

Address (Street, City, State, Zip Code) _____

_____

Telephone Number _____ Date of Birth _____

Number of Children (School Age and Below) _____

Name _____ Age _____ School _____

Name _____ Age _____ School _____

Name _____ Age _____ School _____

Name _____ Age _____ School _____

Educational Background:

High School Graduate _____ (attach transcript)

GED Graduate ____ (attach GED Scores Sheet received from Testing Center)

College Credits ____ (Sem. Hrs.) Name of College _____

Vocational Training Certificates _____

_____ (attach copy(s))

Work Experience:

(Name of Employer) (Type of Work) (Length of time employed)

_____

_____

_____

_____

Personal Statement: (on reverse side of this sheer, write one or two paragraphs why you are interested in this training project, explain your career or training goal, and why you believe you personally can commit one full academic year in training and graduate (complete) your selected program)

Complete and return in the attached envelope.

RURAL MODEL DELIVERY SYSTEM PROVIDING MARKETABLE SKILLS?SERVICES FOR SINGLE PARENTS/HOMEMAKERS ----DAVTE PROJECT (FY86)

INTERVIEW QUESTIONNAIRE

5/19-23/86 - Shawnee College NAME _____

1. Tell me a little bit about yourself.

2. What do you plan to do in the next 3-5 years?

3. What are your strong points? What are your weak points?

4. What skills do you possess?

5. What do you consider your highest achievement in the past few years?

6. How do you spend your spare time?

7. In what type of positions are you interested.

8. Have you looked for permanent or temporary work within the last year?

9. Do you prefer working with others or by yourself?

10. Can you take instructions without feeling upset?

11. What have you learned from some of the jobs you have held?

12. Define cooperation.

13. Are you eager to please?

14. What do you do to keep in good physical cpndition?

15. What makes you think you can commit yourself to one full year of training?

16. Describe you plans for study. Will you have time and a place to study at home in order to keep up with your course work and make a passing grade?

17. Will you have trouble getting up, getting your children off to school or to the babysitter or nursery school and getting to your training program on time?

18. Can you be considerate of others and function cooperatively in a car pool, if necessary?

19. If obstacles occur, do you honestly believe you can overcome them and "stick through" one year of training, completing all requirements and graduate with a certificate/diploma?

20. Finally, do you really believe this training project is for you?
Yes _____ No _____

21. While in school, did you take classes in:

Secretarial skills	Yes	No
Home Economics	Yes	No
Nurse's Assistant	Yes	No
Computer Science	Yes	No
Child Care	Yes	No

SINGLE PARENT EMPLOYMENT TRAINING PLAN

Name: _____

Address: _____

Telephone: _____ Age _____

Social Security Number: _____

CAREER GOALS:

Short term (obtain within 1 year) _____

_____

Long term (obtain within 2 to 3 years) _____

_____

ASSESSMENT RESULTS:

Career Interest/Aptitude:	Academic Achievement:
_____	_____
_____	_____
_____	_____
_____	_____

TYPE OF SUPPORTIVE SERVICES NEEDED: (check those needed)

Child Care _____ Specifications: _____

Transportation _____ Specifications: _____

Tuition _____ Specifications: _____

Books _____ Specifications: _____

Others _____ Specifications: _____

Agencies providing some supportive services: _____

_____

_____

Listing of possible single parent's child care resources: (Check ✓ those appropriate)

Grandparents ___; Guardian ___; and/or Others - specify _____

_____

Previous work history:

Employer's Name	Location	Position	Length of Employment
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Current Work skills: _____

_____

_____

_____

Educational Program Components (within Project):

Name of Component	Grade	Date of Completion
—Job Preparation Skills Development		
—Family Life Education		
—Other (Specify)		

_____

_____

_____

Certificates and/or Diplomas earned and date:

_____ _____

_____ _____

Other Comments: _____

_____

_____

Selected 1986-87 Training Program:

Name of Program _____

Location of Program _____

_____

Identified Courses for Completion of Selected Training Program:

Name of Courses	1st Semester	Grade	2nd Semester	Grade
_____	_____	____	_____	_____
_____	_____	____	_____	_____
_____	_____	____	_____	_____
_____	_____	____	_____	_____
_____	_____	____	_____	_____
_____	_____	____	_____	_____
_____	_____	____	_____	_____
_____	_____	____	_____	_____

Date of Signed Contract entered into to complete the above Training Program: _____ (Attach Signed Contract to this Single Parent Employment Plan.)

Specific Supportive Services agreed upon in order for this student to complete the above identified Training Program: _____

_____

_____

_____

_____

_____

Certification of Completion Date: _____

Other Items agreed upon relating to the FY87 School Year Single Parent Employment Plan: _____

_____

_____ _____

Signature of Single Parent Date

SINGLE PARENT/HOMEMAKER

REQUEST FOR SUPPORTIVE SERVICES

Client Name_____ Date Requested_____

Social Security Number_____ Total Requested_____

Date Approved_____

Assistance Requested:

Child Care_____ Books and Supplies_____ Mileage_____

Special Counseling Assistance_____ Tuition_____

Duration of Need_____

Monthly Income_____

Source of Income_____

Are you a client of:

Department of Public Aid	Yes	No
Department of Rehabilitation Services	Yes	No
Parents-Too-Soon	Yes	No
Shawnee Development Council - JTPA	Yes	No
Social Security	Yes	No
General Assistance	Yes	No
Department of Children and Family Services	Yes	No
Other	Yes	No

Have you contacted other agencies for assistance? Yes No

_____ _____ _____

Signature Staff Date

A RURAL PLANNING DELIVERY SYSTEM
PROVIDING MARKETABLE SKILLS/SUPPORTIVE
SERVICES FOR SINGLE PARENTS/HOMEMAKERS

Family Life/Parenting Education/Job Preparation and Survival Skills Curriculum Outline

I. Introduction

- a. Overview
- b. Ground rules
- c. Ice breaker (Getting To Know You)
- d. Commitment
- e. Buddy System and other support networks

II. Career Assessment

- a. The Self Directed Search (John Holland)
- b. Individual Interviews (Questionnaire)

III. Skill Building

- a. Decision-making (Model)
- b. Goal-setting

IV. Training Options

- a. Where the jobs are
- b. Motivation
- c. Life planning

V. Self-esteem

- a. Personal assessment

VI. Sexuality

- a. Male/Female roles
- b. Stereotypes
- c. Reproductive systems
- d. Family Planning
- e. Pregnancy physiology
- f. Sexually transmitted diseases

VII. Parenting On Your Own

- a. Parenting skills
- b. Child care
- c. Child support
- d. Stress management
- e. Family coping strategies
- f. Time management
- g. Budgeting
- h. Developing a personal sense of control

VIII. Communication Skills

- a. Assertiveness (Test)
- b. Non-verbal

IX. Domestic Violence

a. Film: The Fear That Binds Us
b. Physical abuse
c. Sexual abuse
d. Emotional abuse

X. Employment

a. Non-traditionals
b. Sex equity
c. Role-models

XI. Pre-employment Skills

a. Appearance and atttitude
b. Job seeking skills
c. Resume/Employment application
d. Interview

XII. Career Interest Interpretation

a. Individual interviews

XIII. Individual Action Plan For Employment

a. Individual interviews

XIX. Individual Needs

a. Group and individual counsel (scholarship application; transportation; child care; ongoing support)

Activities for each component included:

a. Lecturette
b. Experiential
c. Guest speakers
d. Audio-visuals
e. Pertinent handouts

Guest Speakers:

a. D.W. Davis, Director Career Guidance Center, Anna
b. Arch Lugenbeel, Ph.D., SIU-STC, Carbondale
c. Marci Fields, BSW, RHI, Anna
d. John Howell, BSW, Southern Seven H.D., PTS
e. Ruby Lingle, M.S., Co-operative Extension, Anna
f. Rebecca Payne, MSW, Cairo Women's Shelter
g. Frankie Arkand, M.S., Shawnee Community College
h. Dean George Floyd, Shawnee Community College
i. Charles Bourland, Director DPA, Anna
j. Ray Breaden, Instructor (Truck Driving), Shawnee College
k. Becky Moyers, A.D., Successful Role Model
l. Grace Duff, Ph.D., Project Director

Family Life/Parenting Education Syllabus

Definition of terms

The term "family life/parenting education" (FL/PE) has been used to describe classes covering a wide range of topics and utilizing a broad spectrum of educational techniques. Topics include: human sexuality* (physical, psychological, social and moral dimensions); self esteem; values and attitudes as they relate to family and to sexuality; skill building (goal-setting, communication, decision-making). Educational techniques include: group dynamics; buzz groups; case studies; role playing; fish bowl; interview; lecture; models.

Objectives

The student will:

1. become aware of his/her positive qualities.
2. identify things about him/herself that he/she can change.
3. identify his/her potential work skills and strengths.
4. learn a definition of "values".
5. learn what his/her own values are and where they came from.
6. understand how his/her values affect his/her behavior.
7. learn to communicate his/her values to others.
8. learn about sex roles and stereotypes that exist.
9. understand how stereotypes affect our options in the workplace and in relationships.
10. examine his/her own thinking about "maleness" and "femaleness".
11. identify his/her long-term and short-term goals.
12. practice goal-setting.
13. learn how to achieve his/her goals.
14. think about how parenthood affects his/her goals.
15. become aware of the process of decision-making.
16. learn a model for decision-making.
17. practice the steps in a decision-making model.
18. examine how he/she feels about becoming a parent.
19. learn about the responsibilities and costs of raising a child.
20. learn about the special problems that come with being a teenage parent.
21. learn a broader definition of human sexuality.
22. become more comfortable talking about sexual concerns.
23. learn facts about sexuality, pregnancy and sexually transmitted diseases (STD's)

*Sexuality is perceived as encompassing gender-role development, body image, family formation, reproduction and childbirth and interpersonal relationships.

24. learn two ways of preventing pregnancy and STD's (saying "no" to sexual activity; using contraception effectively).
25. learn about community resources related to reproductive health.
26. learn what good communication is and how good or bad communication can make us feel.
27. identify what stands in the way of good communication.
28. practice good coomunication skills.
29. understand how important good communication is in all our relationships--family, friends, and the people we work with.
30. learn what job options exist.
31. learn what various vocations require (training and education).
32. learn where to look for jobs.
33. learn basic job-seeking skills.
34. learn the skills he/she needs to keep a job.
35. understand how parenthood can affect his/her job preparation and or further employment.

Topical Outline

1. Introduction (includes pre-test)
2. Self-esteem
3. Values
4. Stereotypes
5. Goal-setting
6. Decision-making
7. Parenthood
8. Sexuality
9. Communication
10. Employment
11. Class presentations
12. Post-test

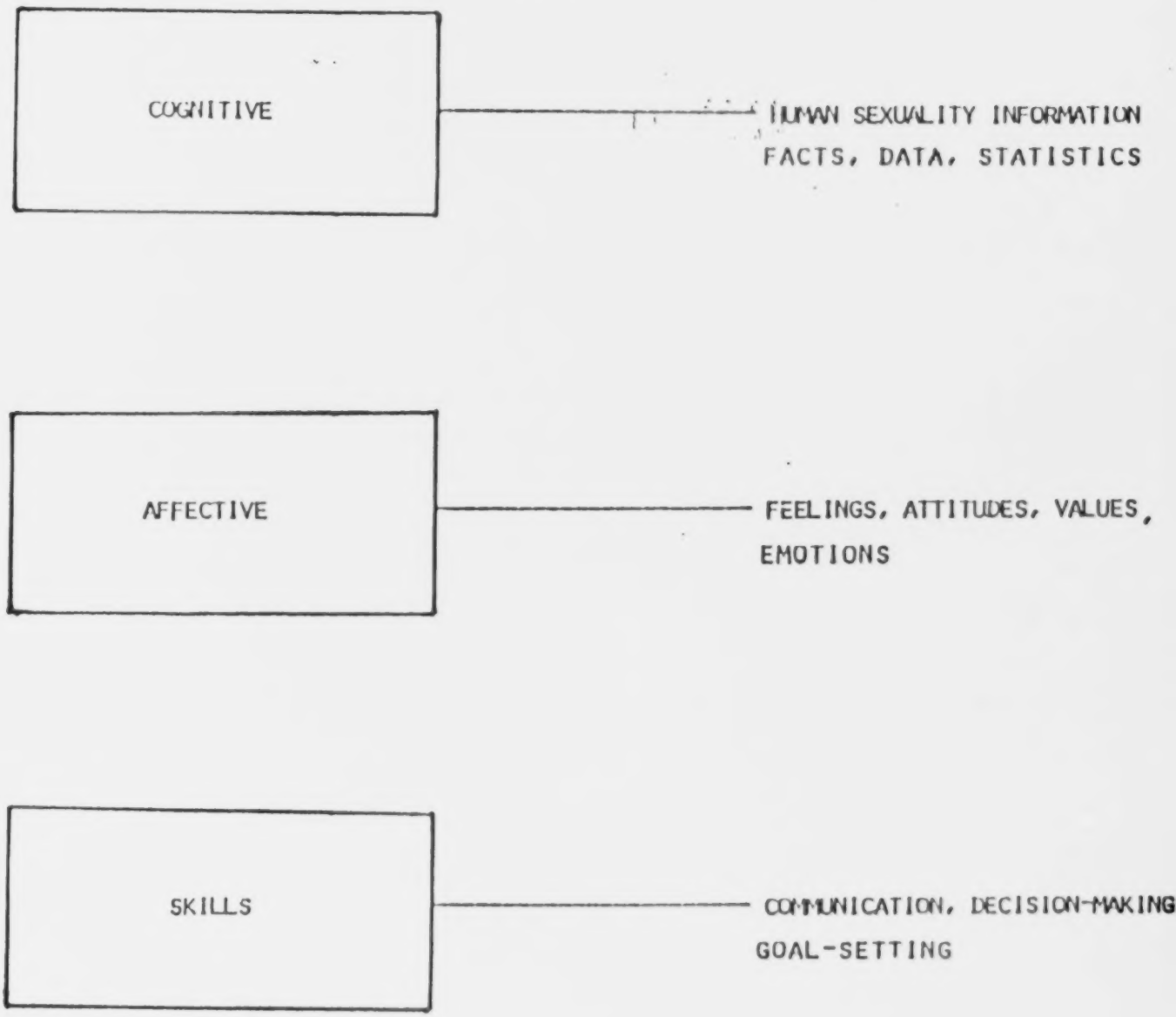
Reference Texts*

LIFE PLANNING EDUCATION - A Youth Development Program. The Center for Population Options, 1985.
FAMILY LIFE EDUCATION, Network Publications, 1981
CHOICES AND CHALLENGES, Girls Club of America, 1983.

*All materials will be reproduced and available to participants.

Participants' Seminar designed and facilitated by M. Bunny Shupe, R.N., M.S., School Project Director, Illinois Caucus on Teenage Pregnancy

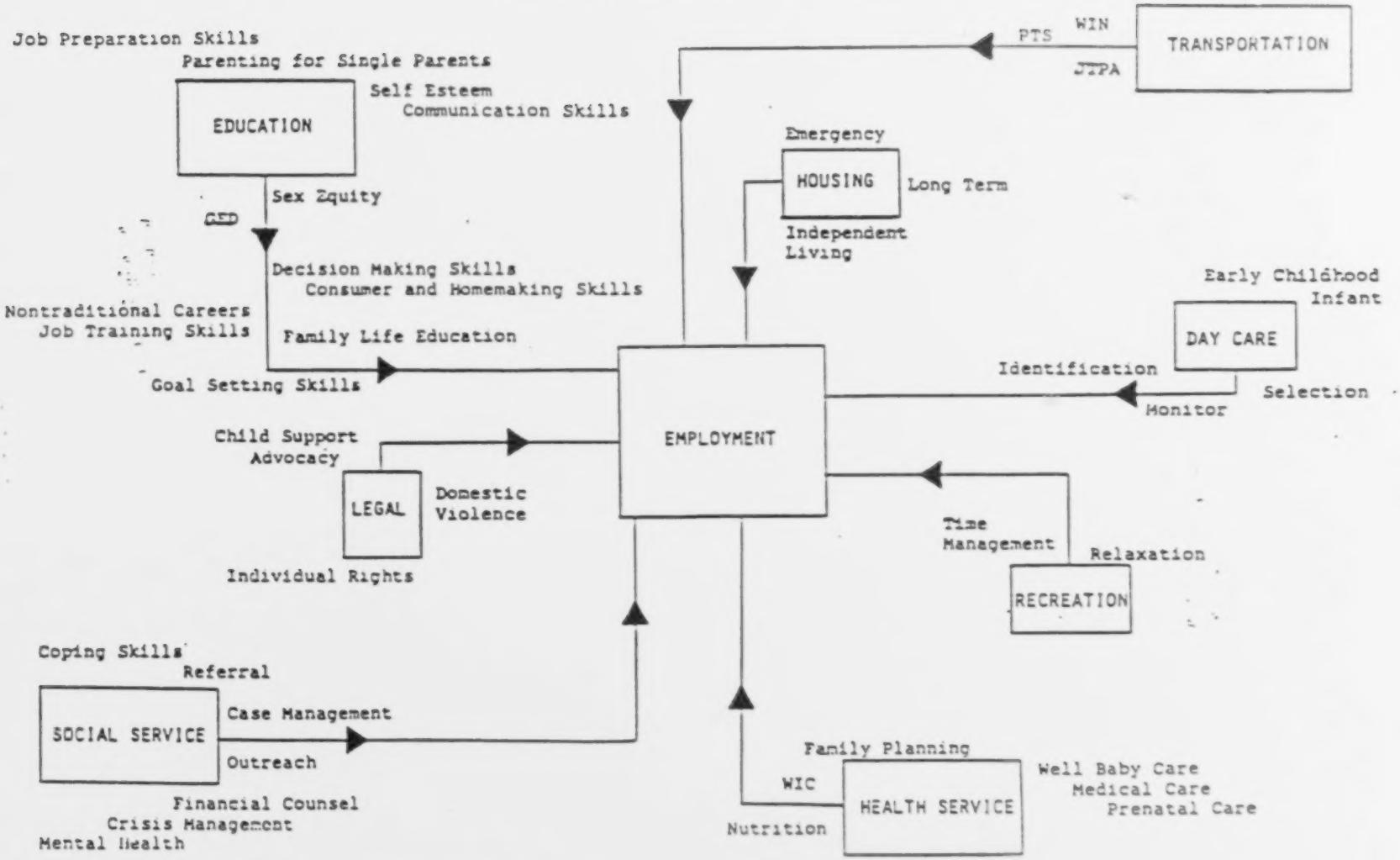
FAMILY LIFE EDUCATION LEARNING DOMAINS



MICHAEL CARRERRA, PHD
1984

The Illinois Caucus on Teenage Pregnancy 1986

SINGLE TEEN PARENT EMPLOYMENT NETWORK



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Job Preparation and Survival Skills

Curriculum Checklist

STUDENT NAME: _____ INSTRUCTOR: _____

SOCIAL SECURITY NO.: _____ ENTRY DATE: _____ EXIT DATE: _____

PROGRAM NAME: DAVTE Marketable Skills/Supportive Services for Single Parents/Homemakers

TASK NUMBER	INTERMEDIATE OBJ.	TASK DESCRIPTION	WHERE DEMONSTRATED: CLASSROOM	PROFICIENCY/GRADE
1		Task: Identify proper job attitudes and habits.		
	1	Identify the importance of human relations/attitudes in career planning.		
		a. Weigh the relative importance of human relations/attitudes in a variety of careers		
		b. Decide how important human relations/attitudes are in your own career.		
		c. Determine whether you are willing to pay the price to achieve the human relations skills necessary for success in this career.		
	2	Identify the importance of human relations/attitudes skills in making the difference between career success and failure.		
		a. Determine how much personal confidence you now possess.		
		b. Decide what you may need to do to increase your self-confidence.		
		c. Devise a plan to help you take the initiative in building more and better relations with others.		
	3	Identify the need for a positive job attitude.		
		a. Effectively list, for evaluation purposes, both the positive and negative factors in any job you have in the future.		
		b. Analyze why concentration on positive factors in a job (or organization) is necessary to maintain a positive attitude.		
		c. Decide when you should leave one job or firm for another position.		
	4	Identify ways to succeed in a new job or assignment.		
		a. Make a measurable improvement (perhaps up to 50%) in your adjustment to the next new assignment or job you accept.		
		b. Select at least three specific areas in which an immediate behavioral change would benefit your career.		
		c. Decide which single area needs the greatest improvement.		

Job Preparation and Survival Skills

Curriculum Checklist

STUDENT NAME: _____ INSTRUCTOR: _____

SOCIAL SECURITY NO.: _____ ENTRY DATE: _____ EXIT DATE: _____

PROGRAM NAME: DAVIE Marketable Skills/Supportive Services for Single Parents/Homemakers

TASK NUMBER	INTERMEDIATE OBJ.	TASK DESCRIPTION	WHERE DEMONSTRATED: CLASSROOM	PROFICIENCY/GRADE
	5	Identify the importance of goal-setting in relation to succeeding in a job. a. Apply the psychology of goal setting. b. Set realistic and motivating goals for yourself. c. Analyze your personal potential in life.		
	6	Identify ways to release frustration harmlessly. a. Tell the difference between harmful and harmless forms of agressive behavior caused by frustrations. b. Decide which kinds of harmless release are appropriate for you. c. Release your aggression harmlessly through these actions.		
	7	Identify the importance of individual life and job goals. a. Define and understand your life priorities better. b. Do a better job of setting important goals in the future.		
2		Task: Obtain a more realistic, positive self-awareness of student's own aptitudes, interests and abilities in relation to potential employment and career development.		
	1	The participants will identify their own strengths and values.		
	2	The participant will verbalize two or more career qualities which are important to him/her.		
	3	The participants will identify occupations which relate to their interests and abilities and see how this all ties together in career planning and decision making.		
	4	The participant will utilize various sources of occupational information in describing the training, duties, earnings, working conditions, and other relevant data of occupations of personal interests to him/her.		

Job Preparation and Survival Skills

Curriculum Checklist

STUDENT NAME: _____ INSTRUCTOR: _____

SOCIAL SECURITY NO.: _____ ENTRY DATE: _____ EXIT DATE: _____

PROGRAM NAME: DAVTE Marketable Skills/Supportive Services for Single Parents/Homemakers

TASK NUMBER	INTERMEDIATE OBJ.	TASK DESCRIPTION	WHERE DEMONSTRATED: CLASSROOM	PROFICIENCY/GRADE
3		Task: Obtain a knowledge of where to seek sources of employment.		
	1	The student will identify five resource for locating a job.		
	2	The student will select people he/she knows as resources for finding jobs.		
	3	The students will read and understand want ads.		
	4	Each student will inspect the services available through employment agencies, school placement services, unions, apprenticeships, professional organizations, trade organizations, and civil service sources.		
4		Task: Prepare a Personal Data Sheet and Resume'.		
	1	The student will write a one-page data sheet which can give the prospective employer a concise summary of personal data, school experiences, and other activities.		
	2	The student will analyze the necessity for preparing a well developed personal resume' and write an acdeptable one.		
5		Task: Identify the uses and advantages/drawbacks of the three ways of making initial contacts with potential employers-- telephone, letter, and walk-in -- and will develop practiced proficiency in each.		
	1	The student will be able to utilize techniques necessary for the effective use of the telephone in securing job interviews.		
	2	The student will write purposeful letters which reflect the standards of convention together with the necessary ingredients of success.		
	3	The student will anaylze the necessity and value of the walk-in procedure as an effective method of job seeking.		

Job Preparation and Survival Skills

Curriculum Checklist

STUDENT NAME: _____ INSTRUCTOR: _____

SOCIAL SECURITY NO.: _____ ENTRY DATE: _____ EXIT DATE: _____

PROGRAM NAME: DAVIE Marketable Skills/Supportive Services for Single Parents/Homemakers

TASK NUMBER	INTERMEDIATE OBJ.	TASK DESCRIPTION	WHERE DEMONSTRATED: CLASSROOM	PROFICIENCY/GRADE
6		Task: Fill out applications and anaylze the nature and purpose of employment tests.		
	1	The student will prepare to provide potential employers pertinent information, neatly and accurately, on application forms so that employers may evaluate capabilities and possible contribution.		
	2	The student will anaylze the nature and purpose of employment tests and how to prepare for and take them.		
7		Task: Participate in a job interview.		
	1	The student will prepare himself/herself for the job interview with regard to personal appearance (i.e. grooming, clothing and personal action).		
	2	The student will prepare himself/herself for the job interview with regard to considerations about the employer, transportation to interview, conduct during interview and handling various types of questions.		
	3	The student will be able to prepare himself/herself for the job interview with regard to questions to consider before accepting a job.		
	4	The student will analyze the many factors which go together in the making of a successful interview -- common reasons why applicants fail to be hired, the criteria generally used in evaluation job candidates in the interview, and the different things that turn interviewers off.		
8		Task: Gain an appreciation and understanding of the following job seeking/maintaining realities: Rejection Shock Your Hired Job Survival		
	1	The student will identify the hazards of becoming discouraged after unsuccessful attempts to land a job and will be prepared to encounter rejection shock during his/her own job search.		

Job Preparation and Survival Skills

Curriculum Checklist

STUDENT NAME: _____ INSTRUCTOR: _____

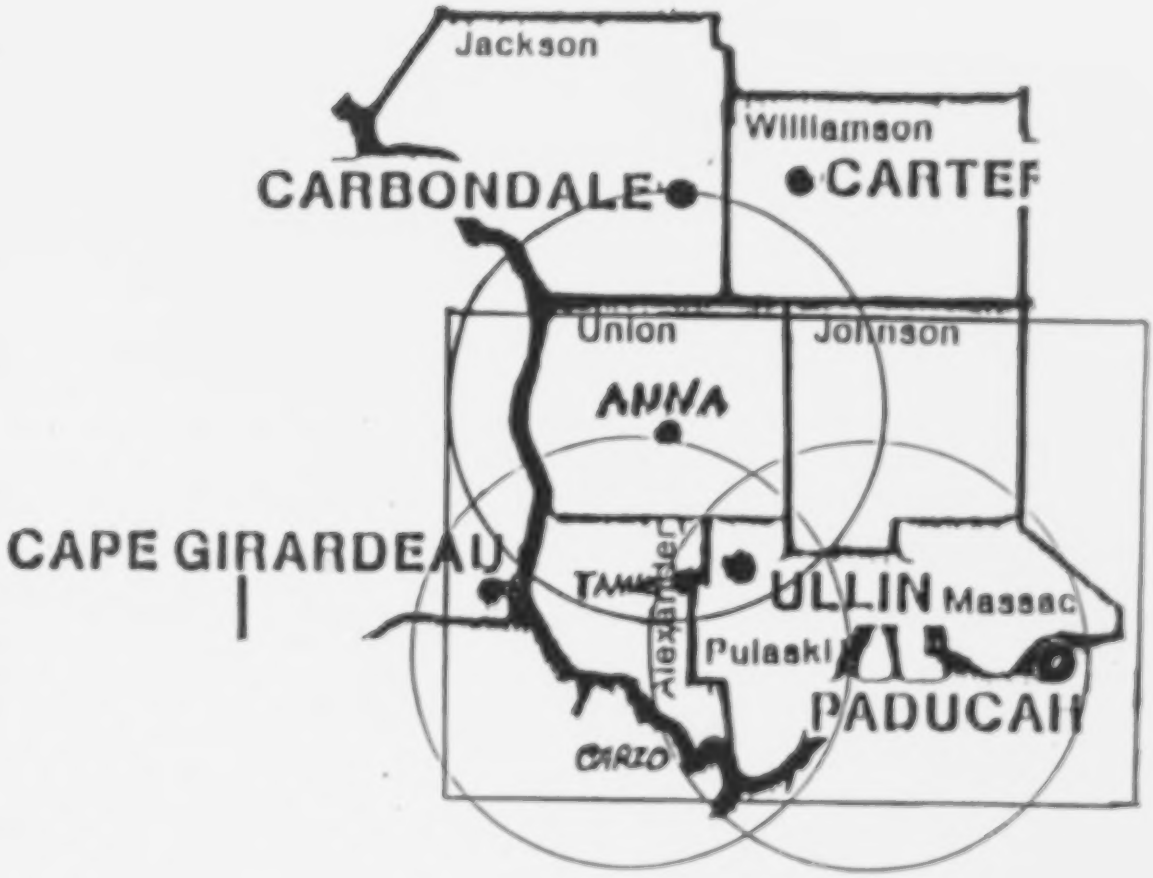
SOCIAL SECURITY NO.: _____ ENTRY DATE: _____ EXIT DATE: _____

PROGRAM NAME: DAVTE Marketable Skills/Supportive Services for Single Parents/Homemakers

TASK NUMBER	INTERMEDIATE OBJ.	TASK DESCRIPTION	WHERE DEMONSTRATED: CLASSROOM	PROFICIENCY/GRADE
	2	The student will identify the many factors immediately preceding and leading to final acceptance of a job and about the things that will be required after he or she has been accepted for employment.		
	3	The student will determine what to expect from a working situation and understand how improved reasoning skills, interpersonal communication, and good work habits foster job-staying power.		
9		Task: Review and discuss the need for positive feelings on the part of the employer when quitting a job and study the proper procedures for bringing about satisfactory job exit.		
	1	The student will identify the importance of proper procedures and methods in resigning from a job.		
	2	The student will gain a positive attitude about the necessity of taking constructive steps when being out of work.		
10		Task: Arrange the pre-employment kit containing the material developed in the course in the order in which it was covered in class. As the students review their work, points not clearly defined may be discussed in class.		
	1	Each student will organize and compile his or her pre-employment kit containing the material developed in the course in the order that it was covered in the class sessions. Each kit should be complete, comprehensive, and orderly, as it will, if properly done, provide all the materials and information necessary for the actual job search to be undertaken.		

Project Service Area

Education Institutions Within 20 Miles of Anna/Tamms



Ledgened

Circle = (20 mile radius of Anna/Tamms) Educational Institutions

Square = Job search/Job placement Service Area

WORKSHEET #1

INDUSTRY PROFILE

Concentration of Employment				Regional/National Growth				Regional/National Decline			
Region (Ranked by Concentration)		Nation (Ranked by Concentration)		Regional Growth Sectors		National Growth Sectors		Regional Decline Sectors		National Decline Sectors	
RETAIL TRADE	26.6%	MANUFACTURING	26.3%	SERVICES	31%	MINING	43%	CONSTRUCTION	-26%	MFG.	-0%
SERVICES	25.4%	SERVICES	25.0%	AGRICULTURE	16%	SERVICES	32%	MANUFACTURING	-20%		
MANUFACTURING	19.2%	RETAIL TRADE	20.6%	TRANS/PUBLIC UTIL.	12%	NON CLASSIF.	22%	MINING	-15%		
TRANS./PUBLIC UTILITIES	9.1%	FIGRE	7.3%	FIGRE	11%	FIGRE	19%	NONCLASS.	-4%		
WHOLESALE TRADE	7.6%	WHOLESALE TRADE	7.0%	RETAIL TRADE	10%	TRANS/PUT UTIL.	15%				
FIGRE	4.9%	TRANS/PUB. UTIL.	6.2%	WHOLESALE TRADE	9%	WHOLESALE TRADE	15%				

FIGRE(Finance, Insurance & Real Estate)

WORKSHEET #2

ANALYSIS OF THE 10 LARGEST INDUSTRIES

SIC	DEFINITION	EMPLOYMENT BASE 1982	% REGIONAL GROWTH/ DECLINE	% NATIONAL GROWTH/ DECLINE	D & P	REGIONAL INDUSTRY TARGETS
581	RESTAURANTS	[illegible]	[illegible]	26%		581
806	HOSPITALS	[illegible]	[illegible]	27%	"	806
541	GROCERY STORES	[illegible]	[illegible]	20%		541
531	DEPARTMENT STORES	[illegible]	[illegible]	6%		531
805	NURSING HOMES	[illegible]	[illegible]	35%		805
281	INORGANIC CHEM.	[illegible]	[illegible]	4%	"	
363	APPLIANCES	[illegible]	-13%	-18%		
314	FTWEAR/EX RUBBER	[illegible]	-33%	-14%	N/A	
264	MISC. CONSUMR PAPR.	1633	38%	2%		264
602	COMMER/STOCK SAV.	[illegible]	24%	22%		602
421	TRUCK/LOCAL & LONG	[illegible]	-24%	6%		

4/

WORKSHEET #3

ANALYSIS OF 10 FASTEST GROWING INDUSTRIES

SIC	DEFINITION	EMPLOYMENT BASE 1982	% REGIONAL GROWTH/ DECLINE	% NATIONAL GROWTH/ DECLINE	D & B	REGIONAL INDUSTRY TARGETS
234	MFG/CHILD EQUIPMENT	63	6200%	-8%	N/A	234
809	HLTH/ALLIED SERV.	40	1900%	87%	N/A	809
899	SERVICES	57	1800%	527%	N/A	899
892	PUBLIC RESEARCH ORG.	28	1300%	36%	N/A	892
358	REFRIG/SERV MACH.	19	850%	-6%	N/A	358
461	PIPELN/EX NAT GAS	14	600%	22%	N/A	461
076	FARM LABR/MANAGE	7	600%	36%	N/A	076
736	PERSONNEL SERV.	43	438%	42%	N/A	736
673	TRUSTS	67	294%	13%	N/A	
569	APPAREL ACCESSOR	35	289%	81%		569

WORKSHEET #4

ANALYSIS OF LARGE OCCUPATIONS

Occupations by Size

TITLE	CODE	1982 EMPLOYMENT SIZE	EMPLOYMENT CHANGE	REGIONAL GROWTH/ DECLINE	INDUSTRY DISTRIBUTION	OCCUPATIONAL TARGETS
ALL OTHER MANAGERS	20061699	4423	263	6.32%		20061699
SALES CLERKS	30001802	3482	246	7.60%		30001802
ALL OTHER SALES WORKERS	30001899	3025	155	5.40%		30001899
JANITORS & SEXTONS	70020600	2174	93	4.47%		70020600
WAITERS & WAITRESSES	70041602	2049	208	11.30%		70041602
ALL OTHER LABORERS, EXCEPT FARM	80002899	1977	-215	- 9.81%		
CASHIERS	40060800	1968	230	13.24%		40060800
GENERAL CLERKS, OFFICE	40066811	1846	67	3.77%		40066811
SECRETARIES	40020200	1784	402	29.36%		40020200
TRUCK DRIVERS	62002201	1753	-284	-13.94%		

WORKSHEET #5

ANALYSIS OF GROWING OCCUPATIONS

Occupations by Growth TITLE	Code	1982 Employment Size	EMPLOYMENT CHANGE	Regional Growth/ Decline	Industry Distribution	Occupa-tional Targets
NURSES, REGISTERED	10100800	1400	585	71.80%		10100800
NURSING AIDES, ORDERLIES & ATT.	70061010	1724	577	50.15%		70061010
SECRETARIES	40020200	1784	405	29.36%		40020200
FOOD, PREP. & SERVICE WKRS., FAST FOOD REST.	70041804	1244	384	44.64%		70041804
ALL OTHER MGRS.	20061699	4423	263	6.32%		20061699
SALES CLERKS	30001802	3483	246	7.60%		30001802
CASHIERS	60060800	1968	230	13.24%		40060800
LICENSE PRACTICAL NURSES	10121010	636	221	53.30%		10121010
WAITERS & WAITRESSES	70041602	2049	208	11.30%		70041602
KITCHEN HELPERS	70041802	1011	203	25.14%		70041802

WORKSHEET #6

ANALYSIS OF REGIONAL OCCUPATIONAL TARGETS

BASED ON STATE PROJECTIONS AND SEPARATIONS

REGIONAL OCCUPATIONAL TARGETS		1982 EMPLOYMENT	STATE GROWTH/ DECLINE	STATE SEPARATIONS	OCCUPATIONAL TARGETS
20061699	ALL OTHER MANAGERS	4423	- 1.26%	•	20061699
30001802	SALES CLERK	3483	• 2.11%	•	30001802
30001899	ALL OTHER SALES WORKERS	3025	- 1.74%	•	30001899
70020600	JANITORS & SEXTONS	2174	• 2.29%	•	70020600
70041602	WAITERS & WAITRESSES	2049	• 5.94%	•	70041602
40060800	CASHIERS	1968	• 5.06%	•	40060800
40066811	GENERAL CLERKS OFFICE	1840	• 0.79%	•	40066811
40020200	SECRETARIES	1784	• 7.68%	•	40020200
70061010	NURSING AIDES, ORDERLIES	1727	• 8.56%	•	70061010
10100800	NURSES REGISTERED	1400	•10.10%	•	10100800
70041804	FOOD PREP & SERV. WKRS. FAST FOOD	1244	• 6.50%	•	70041804
70041802	KITCHEN HELPERS	1011	• 5.21%	•	70041802
10121010	LICENSED PRACTICAL NURSE	636	• 0.58%	•	10121010

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GRID #1

Regional Industry Targets

(Worksheets 2 and 3)

Ranked by Employment Size
*** If on both Worksheets

SIC	Definition	1987 Employment
581	RESTAURANTS	6548
806	HOSPITALS	5423
541	GROCERY STORES	2636
531	DEPARTMENT STORES	2440
805	NURSING HOMES	2075
204	MISC. CONVERT. PAPER	1033
602	COMMER/STOCK SAVINGS	1596
234	MEN/CHILD. UNDERGAR.	61
899	SERVICES	57
736	PERSONNEL SERV.	43
809	HEALTH/ALLIED SERVICE	40
569	APPAREL ACCESSOR	35
892	PUBLIC RESEARCH ORG.	28
358	REFRIG/SERV. MACH.	19
4a1	PIPELINE/EX. NAT GAS	14

GRID #2

Regional Occupational Targets

(Worksheets 4 and 5)

Ranked by Employment Size
*** If on both Worksheets

Occupation	Title	1987 Employment
20061099	ALL OTHER MANAGERS	4423
30001802	SALES CLERK	3483
30001899	ALL OTHER SALES WORKERS	3025
70020600	JANITORS & SEXTONS	2174
70041602	WAITERS & WAITRESSES	2049
40060900	CASHIERS	1968
40066811	GENERAL CLERKS, OFFICE	1940
30020200	SECRETARIES	1784
10100800	NURSES, REGISTERED	1400
70061010	NURSING AIDES, ORDERLIES & ATTENDANTS	1727
70041804	FOOD, PREP.&SERVICE WKRS, FAST FOOD REST.	1244
10121010	LICENSED PRACTICAL NURSE	636
70041802	KITCHEN HELPERS	1011

GRID #3

OCCUPATIONAL TARGETS

(WORKSHEET G)

RANKED BY 1982 EMPLOYMENT
'S' IF HIGH STATE SEPARATIONS

OCCCODE	TITLE	1982 EMPLOYMENT
20061699	ALL OTHER MGRS.	4423
30001802	SALES CLERK	3483
30001899	ALL OTHER SALES WORKERS	3025
70020600	JANITORS & SEXTONS	2174
70041602	WAITERS & WAITRESSES	2049
40060800	CASHIERS	1968
40006811	GENERAL CLERKS OFFICE	1846
40020200	SECRETARIES	1784
~~70061010~~	~~NURSING AIDES, ORDERLIES~~	~~1737~~
10100800	NURSES REGISTERED	1400
70041804	FOOD, PREP & SERV. WKRS, FAST FOOD REST.	1244
70041802	KITCHEN HELPERS	1011
10121010	LICENSED PRACTICAL NURSE	636

53

GRID #4

COMPARISON WITH QUEST OCCUPATIONS.

RANKED BY 1982 EMPLOYMENT
IF MATCH WITH QUEST

5.1